



# C.I. Wilson Academy

C. I. Wilson Academy

2033 E. Southern Avenue, Phoenix, AZ 85040

Mailing Address: 2019 E. Southern Avenue, Phoenix, AZ 85040

ARIZONA  
School Report Card  
2001-02

**Director:** Mr. Charles Isaiah Wilson III  
**Schedule:** 6:00 AM to 6:00 PM  
**Web Address:** Unpublished or Unavailable  
**E-mail:** CIWIII@aol.com

**Grades:** Pre-K-6  
**2001 Enrollment:** 561  
**Phone:** (602) 268-0930  
**Fax:** (602) 268-4571

## ▼ School Overview ▼

### Mission

To empower students, parents and faculty to create an extraordinary atmosphere of advanced learning opportunities that are recognized as Arizona's best.

### Organization and Philosophy

- w Student-centered Learning
- w Reading Is Key, Twice Daily
- w Math and Language Arts Emphasized
- w Computer Technology

### Instructional Programs

- w AIMS & AZ Acad. Standards Curriculum
- w Pre- & Post-tests Given, All Subjects
- w Focus on Reading Twice Daily
- w AIMS & Stanford 9 Test - Mathematics
- w AIMS & Stanford 9 Test - Language Arts
- w Staff Development Twice Monthly
- w Phonics - Primary Grades
- w Afterschool Reading Focus

### School/Academic Goals

- w Primary K-3 has heavy emphasis on reading. We began with the usage of phonics. Our goal is to teach our Kindergartners to read using fun and games. Our 1st-3rd grades have phonics instruction. Our goal for 1st-3rd graders is to read at grade level.
- w Grades 4-6 have reading twice daily. Our goal is to have students reading and comprehending at least 1.5 grade levels above their entrance reading level when they came to our school.
- w Our students have computers in the classroom using the Advanced Learning System (A+LS). It offers indepth content in the core subjects in English and Spanish. Students are allowed to progress at their own speed.
- w We require our students to do research before and after field trips to increase their knowledge about places they visit.

### Enrollment

October 1, 2000 School Year Student Enrollment:	635
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	561

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 5 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Address/Recommend School's Betterment  
 w Troubleshoot All Faculty Issues  
 w Interview New Administrators/Teachers  
 w Choose Faculty Insurance Plan  
 w Address Student/Parent Issues  
 w Professional Quality and Accountability

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	17.00
Other Professional Staff	2.00	Teacher Aide	3.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	3
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	1	0	0

## ▽ Shared Responsibilities ▽

### School

Our parent organization meets monthly. They receive training from one of our well-learned staff persons. We have two staff members who meet with them. They discuss and recommend changes to improve the school for all children. Our commitment is to our parents. We are accountable to them as well. We are responsible to provide the needed services for their children so that they achieve, learn and grow socially. Our parents have first priority as our clients.

### Parents

Parents are expected to communicate medical/special needs of their children to the school's administration. We have a school Dress Code and we ask parents to assist in the enforcement of our dress code. Student learning is important and all students have four days of meaningful homework assignments. We ask parents to assist educators by providing regular homework times and assistance when possible. We ask our parents to be involved in tutoring, school campus tree planting and carnival fun.

## ▽ Transportation Policy ▽

We provide A.M. & P.M. transportation and require students to be on time when the buses arrive. Bus drivers are required to have their CDLP to drive our buses. They must have as a priority safety and security at all times while transporting students. Drivers must keep daily records and maintenance checks on their buses. Students are required to maintain good self-discipline while on the school bus because riding the bus is a privilege, not a right.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	6/3/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/10/01	1/9/02	3/26/02	5/29/02
----------	--------	---------	---------

### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W 30-station Computer Lab/T-1 Line Online	W TV in Each Classroom for Instruction
W Child Care 6 A.M.-6 P.M. at 3-to-5 Years	W Library Services

### Extracurricular Activities

W Honors Soaring Eagles B+ Above	W Band Teacher and Instrumental Band
W Cultural Clubs & Programs	W Physical Education Daily 10 A.M.-2 P.M.
W Drama and Speech Skills Programs	

### School/Community Resources

W Consulting, Community Excellence Project	W Partnership w/South Mountain CC
W Partnership w/South Mountain High School	W Fire Pal Officer
W Toys for Tots Program	W Community Activities Officer
W Dist. 8 Beautification Develop. Program	W Medical Eye Exams and Glasses Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W We have added a music teacher this year who is doing an excellent job and loves her students. She is self-motivated and has co-coordinated some superb dramas and musical events. She started our band and vocal music programs in grades K-9.</p> | <p>W We added a partnership with South Mountain Community College this year; they teach our students. Our 9th grade students go to SMCC and take college classes. They can graduate with a College AA Degree in four years while studying in our high school.</p>  |
| <p>W This year, we added a tutorial program with South Mountain High School. Their honor students come to our campus and tutor our students who need extra help in reading, writing and math.</p>   | <p>W Our junior high added two staff members. Our curriculum/instruction are first class quality. It has the interest of all students at heart. It challenges students to achieve their best, i.e., in the 3Rs, science, communication, Spanish and KiSwahili.</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	92.6 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	43.3 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	7.5 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	100.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.0 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
100 Black Men Program Honor	1999
WOW Technology Training for Staff	2000
Quma Learning Certificates to Teachers	2000
Dist. 8 Community Beautification Award	2000

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 3		Number Tested <sup>1</sup>	MS	FFB	A	M	E
Reading	School	70	496	17%	38%	38%	5%
	State	60969	521	11%	18%	44%	27%
Writing	School	72	497	31%	27%	37%	2%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	69	466	34%	39%	24%	1%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

### Grade 5

Reading	School	45	474	71%	15%	11%	2%
	State	63518	503	22%	24%	41%	14%
Writing	School	46	436	69%	26%	4%	0%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	49	423	55%	42%	0%	2%
	State	63873	487	17%	43%	12%	29%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	87	61	60
2	Reading	--	--	--	--	--	--	--	--	50	93	22	52	84	30	53
	Language	--	--	--	--	--	--	--	--	40	100	11	43	89	35	44
	Mathematics	--	--	--	--	--	--	--	--	51	100	13	55	89	45	57
3	Reading	--	--	44	--	--	47	--	--	47	95	21	48	90	26	50
	Language	--	--	45	--	--	49	--	--	51	99	29	54	90	40	56
	Mathematics	--	--	41	--	--	46	--	--	49	100	20	52	90	26	54
4	Reading	--	--	52	--	--	53	--	--	54	85	20	54	77	35	55
	Language	--	--	45	--	--	47	--	--	49	95	20	48	78	30	50
	Mathematics	--	--	48	--	--	51	--	--	54	93	17	55	77	31	57
5	Reading	--	--	50	--	--	51	--	--	51	74	10	51	68	11	51
	Language	--	--	40	--	--	42	--	--	44	75	10	45	69	13	45
	Mathematics	--	--	47	--	--	51	--	--	54	72	13	55	72	10	57
6	Reading	--	--	52	--	--	53	--	--	54	88	25	53	64	38	54
	Language	--	--	40	--	--	41	--	--	44	90	17	44	64	24	45
	Mathematics	--	--	54	--	--	57	--	--	59	90	29	60	64	29	63

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>74</b>	<b>86</b>
<b>Grades 3-4</b>	<b>92</b>	<b>92</b>
<b>Grades 4-5</b>	<b>81</b>	<b>68</b>
<b>Grades 5-6</b>	<b>85</b>	<b>95</b>
<b>Grades 6-7</b>	<b>87</b>	<b>86</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We believe that safety and security of our students are basic to any school, without which students cannot properly learn. Our visibility and fencing adds to our safety on campus. In the event of high security activity, we have a code to secure our classes and make our students safe. Although I have not used this code in my years of service in this area, it is good to be safe. Our faculty and students practice emergency procedures on a regular basis.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

**School uniforms are required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,007	\$891,092
Classroom Supplies	NDS	NDS
Administration	\$812	\$360,320
Support Services-Students	\$69	\$30,440
Other Support Services and Operations	\$1,186	\$526,341
Total Expenditures- All Categories 1999-2000	\$4,073	\$1,808,193

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$26,116.70 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Shirley Price	(602) 305-7700	
<b>Transportation Policy</b>	Anthony Fairley	(602) 305-7700	
<b>Community Resources</b>	Evelyn Wilson	(602) 268-0930	
<b>School Nutrition Programs</b>	Kareem's Cobbler Shop	(602) 305-7700	
<b>Parent Organization</b>	Saleem Shaw	(602) 305-7700	
<b>Student Health/Nurse</b>	Jane Rippe	(602) 305-7700	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."